

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Date: Friday, January 26, 2018—9:00 a.m. Mountain Time

**Location:** Rapid City High School, Multi-purpose Room  
601 Columbus Street, Rapid City, South Dakota

Public Telephone Access:  
1-866-410-8397/conference code: 8381998525

For live streaming of meeting: <http://www.sd.net/>

**Present:** Sue Aguilar, President  
Gopal Vyas, Vice-President  
Rebecca Guffin, Member  
Scott Herman, Member  
Kay Schallenkamp, Member  
Jacqueline Sly, Member  
Gopal Vyas, Member  
Lori Wagner, Member

**Absent:** None

**DOE staff**

**in attendance:** Don Kirkegaard, Becky Nelson, Nicol Reiner, Teresa Berndt, Kim Roth, Laura Scheibe, Linda Turner, Holly Farris, and Ferne Haddock.

**Others in**

**attendance:** Melissa Pankratz, Shanna Sundal, Debi Caskey, Colby Christensen, Kimberly Klynsmma, Rich Aguilar, Sharon Rendon, Summer Boock, Louise Yoho, June Apaza, Diane Wimp, Fran Linn, and other members of the public in attendance in person or via phone.

**Call to Order, Pledge of Allegiance, and Roll Call:**

President Aguilar called the meeting to order at approximately 9:01 a.m. Mountain Time.

**Adoption of Agenda:**

Motion by Vyas, second by Schallenkamp, to adopt the January 26, 2018, proposed agenda. Voice vote, all present voted in favor. Motion carried.

**Approval of Minutes:**

Motion by Wagner, second by Vyas, to approve the November 20, 2017, minutes as proposed. Voice vote, all present voted in favor. Motion carried.

**Installation of Officers and Membership Update**

Aguilar and Vyas were installed as president and vice-president of the board, respectively, for calendar year 2018.

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Secretary Kirkegaard introduced new members Dr. Guffin and Sly and welcomed them to the board. Kirkegaard also introduced new DOE staff member Jacquie Larson.

### **Conflicts disclosures (SDCL 3-23-3):**

Holly Farris, Board legal counsel, presented an application for waiver requested by Deb Shephard, former Board member. The waiver requested is for an employment contract between Shephard and Lake Area Technical Institute, which is approved by the Watertown School District. Shephard could not be present at the meeting in person or via phone to request the waiver, but provided the waiver request prior to the meeting to allow any board members to ask questions or ask for additional information or clarifications. No board member had questions or requested information. Farris noted that former Board members are subject to the conflict of interest provisions for one year after leaving the board.

Motion by Vyas, second by Sly, to approve the waiver to Shephard as requested. Voice vote, all present voted in favor. Motion carried.

Dr. Guffin requested a waiver for the employment contract between herself and the Aberdeen School District to serve as superintendent. Guffin stated that her waiver request disclosed the details of her contract, which is a standard superintendent employment contract.

Motion by Shallenkamp, second by Wagner, to approve the waiver to Guffin as requested. Voice vote, all present voted in favor (Guffin abstained).

Annual disclosure forms for Guffin and Sly were also filed. Sly had no disclosures on her annual form. Guffin disclosed existing grant agreements between her employer, the Aberdeen School District, and the Department of Education for programs such as Title, IDEA, Perkins, and school nutrition program funds, which are widely available to school districts in South Dakota.

(Copies of the waiver requests and disclosure forms are attached to the board minutes as exhibits A-D)

### **Public Hearing—Standards:**

The Board of Education Standards convened the second public hearing on academic content standards at approximately 9:12 a.m. Mountain Time on the following proposed standards: Health Education, Oceti Sakowin Essential Understandings and Standards, Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, Transportation, Distribution, and Logistics, English Language Arts, and Math. This is the third of four public hearings on these standards.

Becky Nelson, DOE director of the division of learning and instruction, provided an overview of the content standards. Nelson noted that standards are the roadmap for educators and parents, and help provide consistency across the state. The standards do not dictate how educators teach the standards, nor do they dictate curriculum, which is decided at the school district level. The public hearings are an important part of the standards approval process, as the comments and testimony received are useful to the workgroup in making final decisions on the proposed language.

### **Health Education**

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Becky Nelson testified in favor of the proposed standards. Nelson presented an overview of the health education standards review process, which began in July 2016. Committee members representing local education agencies, communities, and the public met to examine the current health education standards. As a preamble to that meeting, the members were provided information about the prior revision process, the current standards, and the intended revision process timeline. The group also received information about the features of a key health education standard and performance indicator.

Workgroup members were asked to review the South Dakota standards, as well as those from two other states. Strengths and weaknesses were identified during this review to inform the group's ongoing work. Group discussions and review of the standards resulted in revisions relative to the level of complexity of the cognitive indicators. The large group discussion led to revisions to the performance indicators to clarify what students should know and be able to do at the end of each grade span. The remainder of the meetings focused on comparing and contrasting South Dakota's health education standards to other states' standards.

The workgroup consensus was that the South Dakota health education standards include appropriate information and are presented in a user-friendly format. The workgroup eliminated outdated information and retained the current presentation formats.

Health Education Exhibit 1 was received into the record and addressed at a prior hearing. The comment will be taken to the workgroup for review and consideration.

Sly noted the importance of standards revision to adapt health education standards to modernize references.

In response to Board questions, Nelson stated that standards revision ensures that content stays relevant and appropriate. Core content standards are reviewed every seven years. If there are any major changes in a standards field, the Department of Education could request a change to the standards revision timeline to address significant changes. Career and technical education standards are reviewed on a five-year cycle.

There was no opponent testimony.

### **Oceti Sakowin Essential Understandings and Standards**

Becky Nelson, DOE, testified in favor of the Oceti Sakowin Essential Understandings proposed standards. Nelson discussed the standards workgroup review process. The workgroup consisted of 26 members and two facilitators. The work focused not only on revision, but on reaffirming the vision of the standards themselves. Much of the work to date involved aligning the standards in social studies areas. The group examined how to keep the vision of the standards while including flexibility for all students to engage with the standards in a variety of content areas.

Nelson testified that the objectives included elder affirmation of the focus, the wording and format of the standards, educator reaffirmation and clarification of wording, and format for instructional purposes based on experience. The revisions also ensured historical and contemporary focus useful in all content areas. The overarching standards remain the same and have not been completely overhauled. Teacher experiences and elder expertise were further incorporated as the revision process went along. The

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indicators to the grade band connections were removed out of the standards into an appendix entitled "Suggested Approaches to Instruction" which supplies supports instead of explicit instructions.

The group also reviewed the standards, songs, and other components to ensure multiple content areas could access the Oceti Sakowin standards and increase opportunities for engagement. The overall structure provides a historical overview, the standards at a glance, the standards themselves, and supporting documents.

No public comments were received regarding the Oceti Sakowin Essential Understandings and Standards.

In response to Board question, Nelson stated that because the state does not mandate specific curriculum, districts can each make decisions on which curriculum to use and whether to include the Oceti Sakowin standards in that curriculum. The DOE has brought a group of elders and teachers together to develop lesson plans that align to the Oceti Sakowin standards, to facilitate the use of the standards by schools and districts. The DOE also supports the WoLakota project, which preserves elder information and experiences, in conjunction with the Oceti Sakowin standards. Like other areas of the content standards, DOE will make supports available to assist school districts in rolling out the revised standards and incorporating them for use. Nelson clarified that DOE cannot mandate curriculum in certain areas. Science, English language arts, math, and certain areas of social studies are required content areas to be taught, as well as certain offerings of career and technical education, world languages, and fine arts in high school to meet high school graduation requirements.

Secretary Kirkegaard stated his goal of promoting use of the Oceti Sakowin standards in schools in the coming months. In response to Board questions, Nelson stated that there is not a precise way for the DOE to gather information on which schools or how many schools are implementing these standards, as they are sometimes implemented in other content areas. Herman stated that he would like to see additional efforts to see the Oceti Sakowin implemented in schools. Nelson discussed the ongoing work to create implementation tools for educators to incorporate the Oceti Sakowin standards into multiple areas of the curriculum. Nelson also noted that the DOE is trying multiple ways to engage with the public and stakeholders to encourage public comments and input on the standards.

There was no opponent testimony.

### **Business Management and Administration**

Kim Roth, DOE division of career and technical education, testified in favor of the proposed standards. Roth provided an overview of the standards revision process for all the revised CTE standards (Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, and Transportation, Distribution, and Logistics). The CTE standards are slightly different than core content standards. These standards are broken into career clusters sharing common professional skills across a wide range of professional to entry-level careers. They are then narrowed into career pathways, which are broken into courses.

Over the summer, CTE workgroups were gathered and worked with the National Center for College and Career Transitions. This provided a common process across all six workgroups for CTE standards. The workgroups met for three days for each of the six clusters. The first day was spent reviewing labor market statistics for in-demand careers, and also looked at feedback from employers, post-secondary

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CTE faculty, and educators in the field. Workgroups then looked at the existing courses in the clusters and mapped out which courses were no longer needed and courses that should be added. The following two days looked at the individual standards by examining courses and developing new ones with continuity between all standards. This work was shared with faculty and industry to ensure that feedback was incorporated accurately. The standards, if adopted, would be unpacked this summer and additional guidance would be provided to teachers on transitioning to the new standards and providing opportunities to students. The standards would be fully implemented by the 2020 school year.

The proposed Business Management and Administration standards are focused specifically on students organizing, directing, and evaluating business functions. The workgroup spent a lot of time discussing employability skills and incorporation of skills into each course. The workgroup also discussed changes to human relations procedures and the impact of technology on this cluster. As a result of the discussion, a wide range of courses were retired or realigned because they were out-of-date or fit into other clusters. The group developed two new courses: business computer applications and advanced business computer applications. These courses focus on common office software used in business and industry on a daily basis.

Business Management and Administration Exhibit 1 was received into the record and discussed at a prior public hearing. No new public comments were received.

There was no opponent testimony.

### Capstone Courses

Kim Roth testified in favor of the proposed Capstone Courses standards. Roth stated that these standards are the primary vehicles students use for work-based learning within school districts. There are no existing standards in this area, only frameworks, so the workgroup identified specific standards for each capstone experience identified. This was done to create a common experience for students and ensure key components of career exploration are a part of the experience.

The workgroup discussion centered on employability skills and workers encountering nontraditional workdays in today's work environment. The workgroup also included common elements across the courses, such as including business and industry partnership and engagement with professionals outside the school to create real-world applications. Individualized student choice was emphasized. The workgroup also developed a new Youth Apprenticeship course.

Capstone Courses Exhibits 1-2 were received into the record and discussed at a prior hearing. No new comments were submitted on these standards.

In response to Board questions, Roth stated that Capstone Courses became associated with CTE but many districts use it as a senior project approach, so other instruction areas are incorporated, based on the student interests and pursuits.

There was no opponent testimony.

### Government and Public Administration

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Kim Roth testified in favor of the proposed Government and Public Administration standards. Roth stated that this is a new career cluster. Standards do not currently exist for these courses. The proposed standards relate to planning and performing government functions, and discussed government accountability versus efficiency, ethics, services provided, and data management.

Four new courses were developed for these standards and also included JROTC courses, which are sometimes offered in school districts. Courses include principles of public administration, international affairs, community and regional planning, and public finance.

Government and Public Administration Exhibits 1 and 2 were received into the record and addressed at a prior hearing. No new public comments were received on these standards.

In response to Board questions, Roth stated that once the standards are approved and implemented, JROTC will be able to be utilized as a course for CTE credit.

There was no opponent testimony.

### **Hospitality and Tourism**

Kim Roth testified in favor of the proposed Hospitality and Tourism standards. Roth testified that this cluster focuses on the management, marketing, and operations of restaurants and other food services, lodging, attractions, and travel-related facilities. Particular attention was given to customized diets and trends in healthy eating, as well as other trends such as farm-to-table and food trucks. The workgroup incorporated a course called foundations of travel and tourism, and a hospitality and lodging services course. Two culinary arts courses were added due to the need for more advanced courses, including a course for students to pursue an individualized pathway.

Hospitality and Tourism Exhibits 1-4 were received into the record and discussed at a prior public hearing. No new public comments were received.

In response to Board questions, Roth stated that the workgroup looked at the question of certain certifications, which are recommendations, not requirements.

There was no opponent testimony.

### **Marketing**

Kim Roth testified in support of the proposed marketing standards. Roth stated that these standards focus on planning, managing, and performing marketing activities. This workgroup focused on data and data analytics. These areas have increased in the last ten years due to the rise of online businesses.

The workgroup retired a number of courses and the content was restructured into other areas, and added a new course called marketing strategies. The courses all include components of data analytics.

No public comments were submitted regarding the proposed Marketing standards. Roth noted that there is a very small number of Marketing programs in South Dakota.

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In response to Board questions, Roth stated business-related workgroups have discussed keyboard skills. The two courses developed in the business cluster focus specifically on computer application programs to build keyboarding skills and professional efficiency.

There was no opponent testimony.

### **Transportation, Distribution, and Logistics**

Kim Roth testified in favor of the proposed standards. Roth stated that these standards focus on planning, management, and movement of people, materials, and goods through distribution networks. The workgroups spent time discussing electric vehicles and emissions standards, as well as the rise of logistics as a necessary part of the field. The workgroup developed a new course called Logistics and Planning Management, and another in Diesel Technology.

Transportation, Distribution, and Logistics Exhibits 1-7 were received into the record and discussed at a prior hearing. No new public comments were received.

There was no opponent testimony.

### **English Language Arts**

Teresa Berndt, DOE reading specialist, testified in favor of the proposed English language arts standards. Berndt provided an overview of the standards review process, which began in spring 2016. The process began by recruiting educators, administrators, teachers, postsecondary professors, and others from the education field to be on the workgroup and serve as table leads to facilitate the conversations.

The workgroup met and reviewed the existing South Dakota standards as well as standards from other states to identify strengths and weaknesses. The review process itself was also discussed, to ensure that the process resulted in meaningful suggestions, including development of the quality standards checklist.

The workgroup then broke into small groups to examine the standards by grade level and strands. Strands consist of reading for information, reading for literacy, writing, language, foundational skills, and 6-12 literacy skills for content areas (science, social studies, history, and technical subjects). Grade level discussions also included examinations of the standards for two grade levels above and below a given grade, in order to integrate skills progression. The workgroup discussed the reasoning behind changing a standard as involving the identification of key knowledge or skills, connecting learning across grade levels, and clarifying language. The entire group also discussed the vertical alignment of the K-12 standards as a whole.

All information on the revision process was put online at the end of the workgroup's process, including the progressions and proposed changes. This information was provided to educators during the 2016-2017 school year to facilitate feedback. A survey on this received approximately 80 responses from individual educators or groups of educators. A standards toolkit was developed and provided to school districts to facilitate additional discussions on the standards. All feedback was gathered and the workgroup reconvened in June 2017 to look at all the comments and revised the standards to incorporate proposed changes where necessary.

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Berndt summarized the proposed changes within the English language arts standards. The workgroup proposed changes to clarify language regarding the standard's expectations for students and connections to prior learning, as well as the progression of learning and skills. This was a focal point in all standards. The workgroup also proposed changes to the examples for the standards to support the intent of the standards. Confusing examples or examples that limited how skills were taught were removed.

A notable proposed change was made to the standards regarding reading for information, reading for literacy, and writing. The workgroup felt that the standards needed to incorporate language to allow for self-selected text and independently selected writing topics. The workgroup felt these skills were essential for lifelong learning and best practices, and developed new language around those skills. Some language also referred to proficiency at grade band, rather than grade level, so that was updated to reflect the specific expectations.

At the elementary level, the workgroup changed the K-4 vertical handwriting progression. Language was added regarding fluency and performance of language skills. Changes to the language on cursive or print handwriting requirements were made as well. Districts can decide the progression in this area.

In the grades 6-12 literacy standards, the workgroup determined to add language to improve the rigor and stamina of those skills and ensure the language in the K-12 reading and writing standards were consistent with the grades 6-12 literacy standards in the content areas of social studies, history, science, and technical writing. Academic examples were also included. The workgroup proposed inclusion of world literature and global perspectives language to account for additional viewpoints in those standards areas.

English Language Arts Exhibits 1-31 were received into the record and addressed at a prior hearing. English Language Arts Exhibits 32 and 33 were received into the record and discussed. Exhibit 32 was from a teacher and stated that no significant changes were noted by the commenter. Exhibit 33 was from a parent and teacher, and expressed frustration that she could not attend the meeting in person. Exhibit 33 stated that the standards maintain rigor and appropriateness, and will effectively prepare students for the future. All comments will be taken to the workgroup for review and response.

In response to Board questions, Berndt stated that the survey feedback received prior to the public hearings may be part of the reason why the standards did not receive many comments during the hearing process. Berndt stated that the decision to teach cursive is a local decision. The workgroup conversations did address that it is part of the progression in the standards.

Melissa Pankratz, parent and Meade School District teacher, testified in support of the proposed standards. Pankratz stated that she served on the standards revision workgroup. She noted that the standards are rigorous and will prepare students for college or career, and that there is a strong scaffold of skills that creates a gradual progression and builds into more advanced skills. The workgroup helped eliminate confusion and make the standards more user friendly, while maintaining rigor. She stated that standards were not really removed, but were reworked to put them in more appropriate areas or to address changes. Current research and best practices were considered and incorporated—self-selection is an example of that. In her opinion, the proposed standards will enhance what they are currently working with. Adopting these standards will ensure that South Dakota students are challenged and engaged with rigorous standards.



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Debi Caskey, Douglas School District, testified in support of the proposed standards. Caskey stated that the revision process put in place is one that benefits students and the professionals involved in the process. Teachers know what students are capable of and how to move children toward college and career readiness. By building on the existing standards and improving them, rather than starting from scratch, the DOE respects the work districts are already doing. This allows teachers to spend their time focusing on how to improve student learning through instruction, rather than backtracking. The publication process of the standards makes it easy for educators to follow along and make changes to their teaching. The proposed standards lay the groundwork for future success and set high expectations that our students can meet. That is shown in classrooms.

In response to Board comments, Caskey noted the value to teachers and districts when teachers participate in the standards revision process.

Shanna Sandal, Douglas School District, testified in support of the proposed standards. Sandal served as a workgroup member and table lead. Sandal discussed the revision process and the importance of keeping the rigor in the standards, which all members agreed with. The workgroup respected all viewpoints in the process. Sandal spoke about how serving on the workgroup helped with her teaching skills.

There was no opponent testimony.

### Math

Nicol Reiner, DOE mathematics education specialist, testified in favor of the proposed standards. Reiner provided information about the workgroup revision process, which is similar to the English Language Arts process. The workgroup convened in June 2016 and consisted of K-12 educators from regular and special education, postsecondary education faculty, community members, and parents. The workgroup examined the existing South Dakota standards and compared them to standards from other states, and reviewed research impacting standards revision. The workgroup focused on two areas: maintaining the level of rigor in the standards and improving clarity.

The workgroup broke into smaller groups to work on sets of standards by grade level and course standards. The workgroup focused on key knowledge and skills, and horizontal and vertical progressions of learning, and language clarity. The workgroup was asked to review standards two grades up and two grades down from a focus grade, to incorporate vertical alignment and proper scaffolding. The workgroup felt it important to emphasize skill progress from introduction, deep understanding, refinement, and mastery.

The result of the debate and collaboration is a set of standards that will best serve the students of South Dakota. Those standards were sent to South Dakota educators for additional feedback and approximately 124 comments were received in response to that survey. Many of the changes made to the standards resulted from the workgroup's desire to clearly communicate the scope and intent of each standard as well as the progression of the overall standards.

Reiner summarized the changes proposed to the standards. In the K-5 grade band, the money standards in grades K-1 were specifically written and added to a second-grade money standard that was already in place to create a clear progression. In third grade, the time standard was updated to include both digital and analog clocks.

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Reiner discussed that the workgroup focused on the terms "know from memory" and "fluency." The workgroup used research to define those terms in the standards. This discussion and the definitions were an important part of the discussion of multiplication skills as students progressed from grade to grade.

Another significant discussion centered on the term "standard algorithm." The proposed language in the proposed standards is "an algorithm including but not limited to the standard algorithm." This is important because it is a goal for all students to learn the standard algorithm for addition, multiplication, subtraction, and division, but the students should also be able to use other strategies that are useful to them and have flexibility.

The grades 6-8 workgroup felt the existing standards were already strong. Most changes involved clarifying language, clarifying intent, and ensuring vertical alignment.

The grades 9-12 workgroup focused on determining which standards should be taught in Algebra I and which in Algebra II courses. Some standards were shared between the courses and the workgroup felt that should be clarified to clearly delineate expectations. This workgroup also made changes to clarify the Geometry standards and the language within the standards. The focus in the Geometry standards was on the term "understand." The workgroup felt it did not adequately convey how students can show proficiency and worked to replace it with terminology for teachers to use in assessing proficiency.

An additional group focused on writing standards for a fourth math course. The fourth course is a flexible course that some schools teach as Senior Math and others offer as pre-calculus. The existing standards were counted as advanced and were not as progressive or cohesive as they could be. The proposed standards are clearer regarding progression and flexibility.

Math Exhibits 1-32 were received into the record and discussed at a prior public hearing. Math Exhibit 33 was received into the record and discussed. Exhibit 33 came from a teacher in the Rapid City Area Schools and raised concern with the broadness of some standards and requested that they be made more specific. All comments will be taken to the workgroup for review and consideration.

In response to Board questions, Reiner stated that the workgroup intentionally embedded post-secondary faculty into the discussions on secondary math standards since remediation is an issue for several students in post-secondary education. The discussions focused on whether the standards would result in students that are proficient when they reach post-secondary settings. In some instances, standards were moved to ensure there was a clear progression and advancement still occurred.

Debi Caskey, Douglas School District, testified in support of the proposed standards. The clarification in the revised standards will make a big difference to teachers and students in the classroom and also in helping parents understand what the standards mean. The addition and expansion of standards in the areas of time and money are good examples of areas where the revision addressed the specific concerns of teachers. The discussion around demonstrating student understanding resulted in welcome changes to the proposed standards as well.

Diane Wimp, Rapid City Area Schools, testified in support of the proposed standards. Wimp served on the workgroup as a table lead. Wimp discussed the standards in the area of mathematical practice and stated that the proposed standards make the skills attainable for students. Wimp also discussed the

crossover she has seen in standards from one subject to another. This gives teachers a common language for successful behaviors. Wimp also discussed the concepts of structuring, and the need for strong skills in these areas. She stated that the proposed standards will give students the chance to be strong in structuring

Sharon Rendon, workgroup member and parent, testified in support of the proposed standards. Rendon led the Algebra team, which had many teachers as part of the group. The biggest accomplishment was the clarification between Algebra I and Algebra II. The incorporation of post-secondary needs helped inform this work, as did the clarity around the Fourth Year Course. Rendon is very supportive of those changes.

June Apaza, Black Hills State University, testified in support of the proposed standards. Apaza specifically addressed the impact of the proposed standards on pre-service teachers, or teachers in training. The proposed standards have two primary strengths for pre-service teachers. The first is that they do an excellent job of identifying the critical standards that teachers must know and be able to teach. The second thing is that the proposed standards build progressions for students that are easy for teachers to understand and implement.

There was no opponent testimony.

The standards hearing closed at approximately 11:08 a.m. MT.

President Aguilar declared a recess at approximately 11:08 a.m. MT.

President Aguilar declared the meeting back in session at approximately 11:21 a.m. MT.

#### **Report of Literacy Education Improvements:**

Becky Nelson, DOE division of learning and instruction, and Linda Turner, DOE office of special education, presented an informational update on the statute of improvements to literacy education efforts. Turner addressed the DOE's work with the multi-tiered systems of support initiative, as well as DOE's focus on supporting districts in "response to intervention" models around literacy in particular. Turner also detailed the various components of the state systematic improvement plan, which is required for Special Education Program and is particularly focused on improving reading by fourth grade, especially for students with learning disabilities.

Nelson discussed the supports and technical assistance the DOE offers to districts, including several listservs to provide information and distribute it to school districts. Webinars are hosted to provide additional information on training opportunities and strategist. Technical assistance may be provided on an as-needed basis when districts have individual questions and address them to the DOE.

Nelson also noted that funding was approved in the 2016 legislative session to create an online program to support struggling readers. This program will be in place until May 2019. Participating schools were chosen via a grant application. The program does not replace a school's reading program, but provides supplemental supports. Nelson also discussed professional development opportunities that assist educators with teaching literacy skills and assisting students with reading difficulties.

Turner summarized recent legislative efforts to target literacy education. Through the legislative process, a workgroup was formed which developed a five-year plan to assist struggling readers, specifically those with dyslexia. Both short- and long-term goals were included in the plan. This information, as well as the DOE dyslexia handbook, may be accessed on the DOE website. Turner also discussed the progress of the five-year plan. DOE has also had a presence at numerous conferences to focus on educating and providing resources to students with dyslexia.

Turner also stated that the DOE has done surveys to track how districts are identifying students with dyslexia and the number of students affected. This survey is voluntary, so the information is not exhaustive, but from the responses, there is an increase in students being identified and served. DOE has also recently been awarded grant funds to develop a comprehensive literacy model, taking many components into account and streamlining those. A strong goal is developing and aligning professional learning systems for educators.

In response to Board questions, Turner discussed the provision of services for students with dyslexia and potential overlap with special education services. Turner also noted that conversations around dyslexia continue, not just in the legislature, and that the DOE will continue to work to meet the needs of all students. Nelson and Turner also discussed some grant funds received by the DOE to support literacy development and the progress of meeting grant goals thus far.

#### **Public Comment (with Prior Notice): Dyslexia Education**

Summer Boock, parent from the Rapid City Area Schools, presented information on the status of dyslexia education. Boock is the parent of a child with dyslexia. Boock discussed several statistics reflective of the prevalence of dyslexia among students. Boock also informed the Board of several misunderstandings around dyslexia. Boock stated that children with dyslexia can learn reading skills and expressed the need for early and proper identification of dyslexia in students, in order to provide the necessary supports. Boock wants all children to have the opportunity to be tested for dyslexia, because not identifying a student can cause setbacks. She also discussed the need for educators to be trained on making accommodations for students with dyslexia, and to provide additional supports to these students.

In response to Board questions, Boock stated that 13 states do not have a state law on testing students for dyslexia.

#### **Update on Career Launch and CTE Initiatives:**

Laura Scheibe, DOE division of career and technical education, presented an informational update on the recent Career Launch initiative. Scheibe stated that the program is a collaboration between the DOE, the Department of Labor, and the Governor's Office to address workforce needs in South Dakota. South Dakota has low unemployment and many companies in South Dakota cannot hire qualified workers. Career Launch also seeks to address the issue of student engagement with their education by making courses more relevant to future career goals.

The program will include components of apprenticeships, internships, job shadowing, career exploration, industry connections, and parent involvement. Schools are facing increased demand in these areas, so this program will help support and extend the work that districts are already doing. The program will begin with 12 new employees in four pilot districts. The pilot districts will have common

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goals, but will also be able to build the program to meet the individual needs of their districts and local communities. Measureable results for both the workforce and education fields are the goal, particularly helping students find the path to their desired goal much earlier, to save both time and educational costs.

### **Secretary's Report:**

Secretary Kirkegaard provided the secretary's report and updated the Board on issues including his goals of providing flexibility to schools and bringing a practitioner's perspective to the position. Kirkegaard also provided an update on the legislative session and some pieces of legislation that impact education.

### **Adjournment:**

Motion by Vyas, second by Sly, to adjourn the meeting. Voice vote, all present voted in favor. Motion carried.

The meeting was adjourned at approximately 12:12 p.m. MT.

STATE OF SOUTH DAKOTA  
BOARD OF EDUCATION STANDARDS

REQUEST FOR STATE BOARD WAIVER  
PURSUANT TO SDCL CHAPTER 3-23

**THIS IS A PUBLIC DOCUMENT**

Date: January 15, 2018

Name of Board Member or Former Board Member: Debra Shephard (former member)

Name of Board, Authority, or Commission: Board of Education Standards

Brief explanation of contract for which a waiver is requested:

a) Parties to the contract:

*Debra Shephard and Lake Area Technical Institute/Watertown School District*

b) Board Member's role in the contract:

*I am a party to an employment contract with Lake Area Technical Institute, which is approved by the Watertown School District. The school district is a political subdivision of the state and is under the regulatory oversight of the Board and Department of Education.*

c) Purpose and objective of the contract:

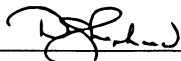
*The purpose and objective to the contract is to provide adjunct instructor services to Lake Area Technical Institute during the Spring 2018 semester. I will teach three one-half credit courses during the semester.*

d) Consideration or benefit conferred or agreed to be conferred upon each party:

*Salary of \$1410 to provide adjunct instructor services to Lake Area Technical Institute.*

e) Duration of the contract:

*Approximately January 1, 2018, to March 31, 2018*

Signature of Requesting Party:  Date: January 16, 2018



STATE OF SOUTH DAKOTA  
BOARD OF EDUCATION STANDARDS

REQUEST FOR STATE BOARD WAIVER  
PURSUANT TO SDCL CHAPTER 3-23

**THIS IS A PUBLIC DOCUMENT**

Date: January 15, 2018

Name of Board Member or Former Board Member: Dr. Becky Guffin

Name of Board, Authority, or Commission: Board of Education Standards

Brief explanation of contract for which a waiver is requested:

a) Parties to the contract:

*Dr. Becky Guffin and the Aberdeen School District 6-1, a political subdivision on the State of South Dakota.*

b) Board Member's role in the contract:

*I am a party to an employment contract with Aberdeen School District to serve as superintendent of the Aberdeen School District.*

c) Purpose and objective of the contract:

*The purpose and objective of the contract is to provide superintendent services to the Aberdeen School District for a one-year period.*

d) Consideration or benefit conferred or agreed to be conferred upon each party:

*Salary of \$147,474.00 and benefits to provide superintendent services to Aberdeen School District.*

e) Duration of the contract:

*July 1, 2017 to June 30, 2018*

Signature of Requesting Party: \_\_\_\_\_

*Becky Guffin*

Date: 1-15-18



## State Authorities/Boards/Commissions - Annual Disclosure Form

ANNUAL DISCLOSURE FOR AUTHORITY/BOARD/COMMISSION MEMBER  
PURSUANT TO SDCL CHAPTER 3-23

THIS IS A PUBLIC DOCUMENT

Name of Member:

Name of Board, Authority or Commission:

The Member shall disclose below any contract in which the Member has an interest or from which the Member derives a direct benefit if the contract is:

1. With the state agency to which the Member's board, authority or commission is attached for reporting or oversight purposes and which contract requires the expenditure of government funds;
2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
  - a. Is under the regulatory oversight of the authority, board, or commission, or
  - b. Is under the regulatory oversight of the agency to which the Member's board, authority or commission is attached.

The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

1. The entity receives grant money from the State, either directly or by a pass-through grant or
2. The entity contracts with the State or any political subdivision for services.





1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
2018 Consolidated Grant Application/ Agreement: Title I Part A, Title II Part A, Title IV Part A, and Title I Part D funds (FY2018 award approx. \$1,078,559)	Aberdeen School District 6-1 and the South Dakota Department of Education (SD DOE)	Grant agreement between my employer and the SD DOE	n/a
2018G-IDEA06001 2018 IDEA Grant Application/ Agreement: sections 611 and 619 funds (FY2018 award approx. \$1,017,679)	Aberdeen School District 6-1 and SD DOE	Grant agreement between my employer and the SD DOE	n/a
2018G-CP06001 2018 Carl Perkins Grant Application/ Agreement: Perkins program funds (FY2018 award approx. \$47,907)	Aberdeen School District 6-1 and SD DOE	Grant agreement between my employer and the SD DOE	n/a
2018G-SNP06001 2018 National School Lunch Program Grant Application/ Agreement: school breakfast, school lunch, commodities, etc. (FY2018 award unknown, funds distributed on a reimbursement basis)	Aberdeen School District 6-1 and SD DOE	Grant agreement between my employer and the SD DOE	n/a
2018G-411 New Teacher Mentoring Program Grant Application/ Agreement (FY2018 award approx. \$44,000)	Aberdeen School District 6-1 and SD DOE	Grant agreement between my employer and the SD DOE	n/a

add row

2. Contracts in which you have a direct benefit pursuant to SDCL Chapter 3-23 - Provide the following for each contract from which you derive, or will derive, a direct benefit. For more information see SDCL 3-23-2, 3-23-2.2 and 3-23-3.1.

Description of the contract	Parties	Description of the direct benefit	Date contract was authorized
Employment contract to serve as superintendent for Aberdeen School District 6-1 from July 1, 2017, to June 30, 2018.	Dr. Becky Guffin and Aberdeen School District 6-1	Receive salary and benefits to provide superintendent services to Aberdeen School District, a political subdivision of the State of South Dakota	January 26, 2018 (authorization requested)

add row

3. Entities in which you possess an ownership interest of five percent or more that receive grant money from the State, either directly or by a pass-through grant, or that contract with the State or any political subdivision for services - Provide the following for each such entity. See SDCL 3-23-3.1.

Description of the contract or grant	Party in which you possess the interest	State agency or subdivision

add row

The member shall complete a separate authorization request for any contract identified above that requires authorization from the Member's board, authority or commission in order for the Member to legally derive a direct benefit.

Signature of Member:

Date:

*Becky Guffin*  
1-15-18

# State Authorities/Boards/Commissions - Annual Disclosure Form

## ANNUAL DISCLOSURE FOR AUTHORITY/BOARD/COMMISSION MEMBER PURSUANT TO SDCL CHAPTER 3-23

THIS IS A PUBLIC DOCUMENT

Name of Member: Jaqueline Sly

Name of Board, Authority or Commission: Board of Education Standards

The Member shall disclose below any contract in which the Member has an interest or from which the Member derives a direct benefit if the contract is:

1. With the state agency to which the Member's board, authority or commission is attached for reporting or oversight purposes and which contract requires the expenditure of government funds;
2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
  - a. Is under the regulatory oversight of the authority, board, or commission, or
  - b. Is under the regulatory oversight of the agency to which the Member's board, authority or commission is attached.

The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

1. The entity receives grant money from the State, either directly or by a pass-through grant or
2. The entity contracts with the State or any political subdivision for services.

1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
no disclosures			

add row

2. Contracts in which you have a direct benefit pursuant to SDCL Chapter 3-23 - Provide the following for each contract from which you derive, or will derive, a direct benefit. For more information see SDCL 3-23-2, 3-23-2.2 and 3-23-3.1.

Description of the contract	Parties	Description of the direct benefit	Date contract was authorized
no disclosures			

add row

EXHIBIT

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3. Entities in which you possess an ownership interest of five percent or more that receive grant money from the State, either directly or by a pass-through grant, or that contract with the State or any political subdivision for services – Provide the following for each such entity. See SDCL 3-23-3.1.

Description of the contract or grant	Party in which you possess the interest	State agency or subdivision
no disclosures		

The member shall complete a separate authorization request for any contract identified above that requires authorization from the Member's board, authority or commission in order for the Member to legally derive a direct benefit.

add row

Signature of Member:

Date:

*Jacqueline Hly*  
*Jan. 15, 2018*